The background of the slide is a photograph of a modern building, likely a part of the Queensland University of Technology (QUT) campus. The building features large, light-colored concrete blocks and a prominent blue QUT logo on its facade. The sky is a clear, pale blue.

# Protocols: Reframe: QUT's Evaluation Framework

*Protocols to accompany the policy for Evaluation of  
courses, units, teaching and student experience  
(Manual of Policy and Procedures C/4.7)*

*January-December 2015*

## Topics

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## Document History

Versions	Date	Updates	Actioned by
Version 1	December 2012	Original version to accompany revised policy	Le Hoa Phan, Learning and Teaching Developer (Course Quality)
Version 2	May 2013	Updates related to technical specifications	Le Hoa Phan, Learning and Teaching Developer (Course Quality)
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Version 7	Oct 2013	Terminology change from "Peer" to "Teaching team"	Le Hoa Phan, Learning and Teaching Developer (Course Quality)
Version 8	January 2014	Update to reflect <6 student enrolments and continuing amendments to survey rules as approved by IMF committee (2013).	Joanna Bennett, Evaluation Coordinator
Version 9	March 2014	Updated to include clarification for survey rules regarding removal of comments from publication (IMF approved, Nov 2013) and process for dealing with breach of security as confirmed with ACC (Mar 2014).	Joanna Bennett, Evaluation Coordinator
Version 10	September 2014	Updated information to accurately reflect Survey Business Rules and current processes to operationalise the Evaluation framework. Existing data revised to reflect life-cycle approach to Course Quality Assurance. Additional updates to reflect changes to data access (IMF approved, 27 August, 2014).	Joanna Bennett, Evaluation Coordinator
Version 11	February 2015	Amendments to survey rules and associated procedures as approved by IMF (24 November 2014),	Joanna Bennett, Evaluation Coordinator

## Definitions

Term	Definition
Automated unit and learning evaluation activities	QUT's Automated unit and learning evaluation activities are centrally delivered and consist of the Pulse survey, Insight survey and the Unit exit survey. See individual entries for further information about these surveys.
Customised approach	QUT staff can select a Customised evaluation instrument, strategy or approach in order to suit their specific evaluation question, purpose or need.
Ethics	Ethics can be defined in its simplest form as right and wrong related to conduct. In the context of learning and teaching at QUT, ethical conduct is required when providing, collecting, publishing, accessing, analysing, using and storing evaluation data. Reframe: QUT's Evaluation Framework adopts the ethical conduct of evaluation principles developed by Australasian Evaluation Society Inc.
Evaluation	Evaluation is commonly defined as the mechanism for determining the value or worth of an activity or intervention. In the context of learning and teaching at QUT, it can be defined as a systematic assessment of courses, units, teaching and student experience to determine their relevance, efficiency, effectiveness, impact on student learning, viability and sustainability.
Existing data	Existing data refers to data that is already available to staff. This could include Course Analytic Profiles, Individual Unit Reports (IURs) or other data that could be used to review the student learning experience, such as Blackboard discussion forums or student emails.
Insight survey	The Insight survey is a short, summative survey designed to focus on students' experience of learning. It opens at the end of the teaching period for four weeks and consists of three questions and one extended comment. The results of this student evaluation flow through to all stakeholders, including TEQSA. It is one of the Automated unit and learning evaluation activities.
Instant response	Instant response refers to a variety of student feedback tools and activities designed to provide academic staff with instant feedback on specific aspects of learning and teaching. Tools range from 'low-tech' (e.g. post-it notes, one minute papers, paper planes) to 'high-tech' (e.g. Keypads, GoSoapBox).
Malicious comment	A malicious comment is one which is vicious, mischievous or spiteful. Such comments are not consistent with the positive expectations for student conduct outlined in the QUT Student Code of Conduct (see MOPP E/2.1), and would be eligible for removal from publication in accordance with University process. Student feedback which is negative but not malicious will not be eligible for removal from publication.
Peer review	Peer review involves the process of asking discipline peers or peers with expertise in learning and teaching in higher education to review aspects of your teaching practice. This could involve anything from teaching delivery observations to reviewing course or unit resources and materials.
Personal evaluation strategy	A Personal evaluation strategy is developed annually by academic staff, in consultation with their supervisor, to evaluate their impact on student learning. It draws on multiple sources of qualitative and quantitative data which facilitate answers to questions or issues academic staff have about the student learning experience and outcomes.

Pulse survey	The Pulse survey is a short, formative survey designed to provide early feedback regarding student learning. It opens early in the teaching period for two weeks and consists of three questions and one extended comment. The results of this survey flow through to QUT staff responsible for unit and course development and delivery. It is one of the Automated unit and learning evaluation activities.
Reframe: QUT's Evaluation Framework or The Framework	The proper noun for QUT's approach to the evaluation of courses, units, teaching and student experience. It is an approach to evaluation that focuses on evaluation instruments that enable multiple-criteria, evidence-based, holistic and in-depth exploration of courses, units, teaching and student experience. It consists of the Personal evaluation strategy, the Automated unit and learning activities and the Self-selected, endorsed evaluation suite.
Self-selected, endorsed evaluation suite	Designed to enhance the Automated unit and learning evaluation activities, the Self-selected, endorsed evaluation suite consists of the Tailored survey, Peer review, Instant response, Existing data and Customised approach. See individual entries for further information about these.
Tailored survey	The Tailored survey enables academic staff to gather feedback from students, peers or industry participants by creating a survey using questions selected from a wide bank of questions. The survey is centrally deployed and provides the technical infrastructure required to create, send and compile surveys. It currently consists of the Tailored teacher survey (see Tailored teacher survey).
Tailored teacher survey	The Tailored teacher survey is designed to allow academic staff (who are teaching) to collect feedback from students, peers or industry participants about their teaching. This survey is comprised of one standard question, five optional questions which can be selected from the question bank, and one extended comment. It can only be deployed once per year for each academic staff member.
Unit exit survey	The Unit exit survey is a short survey designed to provide staff information regarding students' reasons for withdrawal from a unit. It is centrally delivered to a student upon their withdrawal from a unit, asks students to rank their top three reasons for leaving and provides students the opportunity to write an open-ended comment. It is one of the Automated unit and learning evaluation activities.
University endorsed suite of evaluation tools (or University endorsed evaluation tools)	The collective noun used to refer to both the Automated unit and learning evaluation activities and the Self-selected, endorsed evaluation suite.

# 1. Overview

QUT believes that the delivery of outstanding learning environments and programs leads to excellent outcomes for our graduates. This is achieved through effective learning and teaching which is informed by the following principles:

- input and feedback from key stakeholders
- the need to involve and empower all staff and students
- systematic evaluation and use of qualitative and quantitative feedback as a basis for identifying, prioritising and reporting on improvement opportunities and outcomes
- universal student evaluation of courses, units, teaching and student experience
- Performance planning and review for academic staff.

Through a richer, more holistic and customisable approach to the evaluation of courses, units, teaching and student experience, QUT will be able to better support our academic staff and staff undertaking or contributing to academic work, to design and deliver high-quality learning experiences and review the impact of their teaching practice on student learning.

These protocols provide full details about QUT's approach to the evaluation of courses, units, teaching and student experience through *Reframe: QUT's Evaluation Framework*, and should be read in conjunction with [MOPP C/4.7 Evaluation of courses, units, teaching and student experience](#).

# 2. Reframe: QUT's Evaluation Framework

Reframe: QUT's Evaluation Framework (The Framework) is a personalised and customisable approach to the evaluation of courses, units, teaching and student experience. Through it, QUT also aims to provide students with more timely access to constructive feedback and support for their learning, whilst meeting institutional regulatory reporting requirements. The Framework avoids reliance on any single source of data; seeking to draw valid, evaluative conclusions about courses, units, teaching and student experience from multiple sources of qualitative and quantitative data.

Our approach to evaluation was developed through collaborative efforts led by the Learning and Teaching Unit in collaboration with Reporting and Analysis, other technology departments and contributions by students, staff, institutional management and external groups. It adopts the Australasian Evaluation Society Inc, *AES Guidelines for the Ethical Conduct of Evaluations* (AES: 2010).

The Framework consists of:

- Personal evaluation strategy
- Automated unit and learning evaluation activities
- Self-selected, endorsed evaluation suite.

## *a. Personal evaluation strategy*

The Personal evaluation strategy is designed to provide all academic staff engaged in teaching (e.g. ongoing, fixed term, sessional) and staff undertaking or contributing to academic work with substantially greater personal agency to review and evaluate their impact on student learning whether through their courses, units or teaching. It provides academic staff with the means to determine their teaching goals and make valid, evaluative conclusions drawn from multiple, new and existing, qualitative and quantitative data sources about their impact on student learning. These data sources are listed within the University's endorsed suite of evaluation tools.

As part of Performance, planning and review for academic staff (PPR-AS, [MOPP B/9.2](#)), academic staff engaged in teaching are required to annually develop a Personal evaluation strategy which specifies teaching goals as measurable outcomes or milestones, and describes how they intend to use or have used the University's endorsed suite of evaluation tools. The Personal evaluation strategy, therefore, informs discussions on teaching development and performance within the PPR-AS process, and so, is developed in consultation with their Supervisor.

Once begun and aligned with the PPR-AS process, the Personal evaluation strategy becomes an evaluation cycle in which academic staff can continue to review, enact and adapt on an annual basis. This has been represented within the Personal evaluation strategy cycle (Appendix item 'a') which illustrates an example of how the Personal evaluation strategy cycle can align with the PPR-AS process.

QUT recognises that each academic staff member is different, and therefore, may approach this Personal evaluation strategy cycle at different entry points which is best suited to their evaluation needs and situation.

## *b. University endorsed suite of evaluation tools*

The University endorsed suite of evaluation tools consists of the *Automated unit and learning evaluation activities* and the *Self-selected, endorsed evaluation suite*. These tools are:

### (i) *Automated unit and learning evaluation activities*

The Automated unit and learning evaluation activities are student-centred surveys which are designed to be quick and easy for participants to complete. Their deployment timing and question formats have been developed based on comprehensive piloting of sample surveys. These surveys have also been developed to address stakeholder (students and staff) feedback about how QUT could better capture student feedback to better meet our learning and teaching evaluation principles.

The Automated unit and learning evaluations activities include the Pulse, Insight and Unit exit survey. Students are automatically sent email invitations at the beginning of a survey period (on the Monday) with their personalised survey link. These surveys require students to agree to provide constructive feedback before they can complete the open-ended comments. Students are also informed that QUT staff may use the survey results for future learning and teaching research by accepting the following statement:

"I am aware that QUT staff may use **non-identifiable** data collected from this survey for research purposes in future."

Additional business rules specific to each Automated unit and learning evaluations activities include:



- **Purpose**

To provide diagnostic feedback about student learning and teaching team members' perceptions of student learning early enough in the semester for academic staff engaged in teaching to respond to and close the feedback loop.

- **Deployment**

Centrally delivered online survey which is opened for 2 weeks and is emailed to participants at the beginning of:



For Semester 1 and 2:	For all other Teaching Periods:
<p>The first Monday which occurs 15% of the way through the semester; usually Week 4 of semester.</p> <p>Reminder emails are sent to students who have not completed their survey at the beginning of the second survey week and on the Wednesday before the survey closes.</p>	<p>The first Monday occurring 20% of the way through the teaching period.</p> <p>If applicable, reminder emails are sent to students who have not completed their survey at the beginning of the second survey week and on the Wednesday before the survey closes (or equivalent timing for shorter teaching periods).</p>
<p>Unit Coordinators may request a different release date for their unit's Pulse survey by emailing <a href="mailto:evaluations@qut.edu.au">evaluations@qut.edu.au</a> at least 48 hours before the scheduled release date.</p>	

*Note: Transnational and Corporate award courses can be supported by paper-based surveys on a fee-for-service basis. Staff are encouraged to contact the Academic Quality and Standards team ([evaluations@qut.edu.au](mailto:evaluations@qut.edu.au)) for further details.*

### • Participants

- Students: all students enrolled in a QUT unit with 6 or more enrolments.
  - Teaching team: all staff, who are listed within the Authoritative Teaching Database (ATD) as a member of the teaching team for a unit, will be automatically surveyed.
- NB. When a unit has less than 6 student enrolments, there will be no surveys centrally deployed into this unit. The Unit Coordinator will be notified prior to survey deployment, and encourage to work with their unit's teaching team to consider alternative approaches for the collection of rich student feedback.

### • Student questions

- 3 Scale items (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree):
  - ❖ This unit is providing me with good learning opportunities.
  - ❖ I am taking advantage of opportunities to learn in this unit.
  - ❖ I am satisfied with this unit so far.
- Open-ended question:
  - ❖ Please provide any further feedback you may have about this unit.

### • Teaching team questions

- 3 Scale items (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree):
  - ❖ This unit is providing students with good learning opportunities.
  - ❖ I believe students are taking advantage of opportunities to learn in this unit.
  - ❖ I believe students are satisfied with this unit so far.
- Open-ended question:
  - ❖ Please provide any further feedback you may have about this unit.

### • Confidentiality

- Student: the feedback that students provide is confidential. Academic staff engaged in teaching and other faculty staff receive no student identifying information with the survey results. Please see section 2C (iii) *Additional data publishing protocols to safeguard confidentiality* for more information.
- Teaching team: all teaching team members' survey results will be released.



*Insight survey*

### • Purpose



To provide summative feedback about student learning and peers' perceptions of student learning at the end of semester. The quantitative data from this survey flows through to TEQSA to meet QUT's regulatory reporting requirements.

- **Deployment**

Centrally delivered online survey which is opened for 4 weeks and is emailed to participants at the beginning of:

For Semester 1 and 2:	For all other Teaching Periods:
<p>The semester's End Date minus 33 days. The survey is then released on the first Monday on or after that date; usually Week 13 of semester.</p> <p>Reminder emails are sent to students who have not completed their survey at the beginning of every survey week and on the Wednesday before the survey closes.</p>	<p>The teaching period's End Date minus 14 days. The survey is then released on the first Monday on or after that date.</p> <p>If applicable, reminder emails are sent to students who have not completed their survey at the beginning of every survey week and on the Wednesday before the survey closes (or equivalent timing for shorter teaching periods)..</p>
<p>Unit Coordinators may request a different release date for their unit's Insight survey by emailing <a href="mailto:evaluations@qut.edu.au">evaluations@qut.edu.au</a> at least 48 hours before the scheduled release date.</p>	

*Note: Transnational and Corporate award courses can be supported by paper-based surveys on a fee-for-service basis. Staff are encouraged to contact the Academic Quality and Standards team ([evaluations@qut.edu.au](mailto:evaluations@qut.edu.au)) for further details*

- **Participants**

- Students: all students enrolled in a QUT unit with 6 or more enrolments.
- Teaching team: all staff, who are listed within the Authoritative Teaching Database (ATD) as a member of the teaching team for a unit, will be automatically surveyed.
- NB. When a unit has less than 6 student enrolments, there will be no surveys centrally deployed into this unit. The Unit Coordinator will be notified prior to survey deployment, and encourage to work with their unit's teaching team to consider alternative approaches for the collection of rich student feedback.

- **Student questions**

- 3 Scale items (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree):
  - ❖ This unit provided me with good learning opportunities.
  - ❖ I took advantage of the opportunities to learn in this unit.
  - ❖ Overall, I am satisfied with this unit.
- Open-ended question:
  - ❖ Please provide any further feedback you may have about this unit.

- **Teaching team questions**

- 3 Scale items (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree):
  - ❖ This unit provided students with good learning opportunities.
  - ❖ I believe students took advantage of the opportunities to learn in this unit.
  - ❖ Overall, I believe students were satisfied with this unit.
- Open-ended question:
  - ❖ Please provide any further feedback you may have about this unit.

- **Confidentiality**

- Student: the feedback that students provide is confidential. Academic staff engaged in teaching and other faculty staff receive no student identifying information with the survey results. Please see section 2C (iii) *Additional data publishing protocols to safeguard confidentiality* for more information.



- Teaching team: all teaching team members' survey results will be released.
- Unit exit survey

- **Purpose**

To provide valuable qualitative and quantitative student feedback data about the reasons which contributed to students' withdrawal from units. This data is useful because it captures the reasons which contributed to a unit's attrition rates, and once these reasons are addressed, may help to decrease unit attrition rates.

- **Deployment**

Centrally delivered online survey which is opened, at most, for 10 weeks, and is deployed ten times per semester (with equivalent variations for shorter teaching periods). The survey is automatically emailed to students the week after they withdraw. This survey is open to students to respond to for 1 week.

For Semester 1 and 2:	For all other Teaching Periods:
The survey begins first Monday occurring 7 days before the semester's census date.	The survey begins first Monday occurring 7 days before the teaching period's census date.

*Note: Transnational and Corporate award courses can be supported by paper-based surveys on a fee-for-service basis. Staff are encouraged to contact the Academic Quality and Standards team ([evaluations@qut.edu.au](mailto:evaluations@qut.edu.au)) for further details*

- **Participants**

- Students: all students enrolled in a QUT unit.

- **Questions**

- Please rank the top three (3) reasons why you dropped this unit:
  - ❖ It is an elective and I have changed my mind.
  - ❖ I need to reduce my university workload.
  - ❖ I thought the unit requirements may be too challenging for my current situation.
  - ❖ The unit had financial implications that did not suit my current situation.
  - ❖ I could not see the connection between this unit and my course of study.
  - ❖ I did not feel included in this unit's learning opportunities.
  - ❖ I need to make changes in my personal situation.
- Open-ended question:
  - ❖ Please comment

- **Student confidentiality**

The feedback that students provide is confidential. Academic staff engaged in teaching and other faculty staff receive no student identifying information with the survey results. All feedback provided in this survey is released to staff.

From Summer 2014 onwards, students will be required to agree that all the feedback they provide will be released to QUT staff by accepting the following statement:

"I agree that all the Unit exit survey feedback which I provide will be released to QUT staff so that it helps QUT to understand my reasons for leaving."

Students are also given the option to provide their name and contact details so that the [Student Success Program](#) can contact them to provide them with further study or counselling support.

Please see section 2C (iii) *Additional data publishing protocols to safeguard confidentiality* for more information.

## (ii) Self-selected, endorsed evaluation suite

The Self-selected, endorsed evaluation suite is designed to support and enhance the Automated unit and learning evaluation activities. Academic staff engaged in teaching can self-select any or a combination of these strategies and tools to help answer specific evaluation questions or issues, or address specific evaluation purposes. Usage of these evaluation tools or activities must be documented within the annual Personal evaluation strategy by clearly outlining which tools or activities will be utilised from the Self-selected, endorsed evaluation suite and how they will be used.

This Self-selected, endorsed evaluation suite includes:



### *Tailored survey*

Currently, the Tailored survey consists of only a Tailored teacher survey.

#### • Purpose

The Tailored teacher survey allows a teaching academic to annually survey their students about their teaching. This survey is designed to save teaching staff time by centrally deploying a survey which is customisable, and compiles and stores the information in an easily accessible format.

#### • Deployment

Centrally delivered online survey which is scheduled to be deployed twice a year, one (1) week after the close of the Insight survey for semester 1 and 2. This survey is emailed to participants and is open to them for three (3) weeks. Academic staff engaged in teaching can select to deploy the Tailored teacher survey only once per calendar year.

#### • Participants

- Students: all students enrolled in a QUT unit with the following conditions:
  - ❖ A maximum of three-hundred (300) students will be surveyed for any one teacher
  - ❖ Where the number of students is greater than three-hundred (300) students, a stratified sample of students representative of units taught, gender and citizenship (domestic or international), will be surveyed.
  - ❖ NB. When an academic only teaches one unit with less than 6 student enrolments, there will be no surveys centrally deployed into this unit. The academic will be encouraged to consider alternative approaches for the collection of rich student feedback.
- Teaching team: it is intended within the design of this survey to allow members of a teaching team for a unit or course (as listed within the Authoritative Teaching Database) to be surveyed. For 2014, this functionality has not been finalised.
- Industry: it is intended within the design of this survey to allow industry participants to be surveyed. For 2014, this functionality has not been finalised.

#### • Questions

The core and optional questions ask students to respond via a Likert scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). All the questions have been trialled for validity and all the questions have been written to make it clear to students that they are providing feedback directly to their teacher.

- One (1) core question:
  - ❖ Overall, I was satisfied with your teaching.
- Up to Five (5) optional questions which can be selected from the bank of questions:
  - ❖ You were well organised.
  - ❖ You explained concepts and ideas in ways that I could understand.
  - ❖ You seemed well-informed on the material presented.
  - ❖ You used class time effectively.
  - ❖ You encouraged student input.
  - ❖ You stimulated my interest in the subject.
  - ❖ You used a style of presentation that sustained my interest.
  - ❖ You encouraged me to see the relevance of the unit content to real life.
  - ❖ You were approachable for individual assistance.
  - ❖ You treated students with respect.
  - ❖ You showed sensitivity to the needs and interests of students from diverse groups.
  - ❖ You assessed my work fairly.
  - ❖ You provided adequate feedback on my work.
  - ❖ You made time available for consultations (email, online, telephone or face-to-face).
  - ❖ I would recommend a unit taught by you to other students.
- One (1) open comment:
  - ❖ Please provide any further constructive comments you may have about my teaching.

#### • Confidentiality

- Student: the feedback that students provide is confidential. Academic staff engaged in teaching and other faculty staff receive no student identifying information with the survey results. Please see section 2C (iii) *Additional data publishing protocols to safeguard confidentiality* for more information.
- Teaching team: it is intended in the design of this survey that in future where teaching team members are invited to participate, all data will be released for publication.



#### Peer Review

#### • Purpose

Is the structured, collaborative process of getting formative feedback from peers to reflect on, evaluate and improve teaching practice. The model of Peer review endorsed by QUT is adapted from the work on peer partnership undertaken by QUT teaching fellows (2008-09) and current work by Nash & Barnard (ALTC, 2011-13). The outcomes of this work is available on their comprehensive website, Peer Review of Teaching (PRT) at <http://www.peerreviewofteaching.org/>

Peer review capitalises on a valuable and under-utilised resource for evaluating teaching; the expertise and experience of academic peers. It consists of a range of strategies designed to improve teaching practice and impact on student learning.

- It can include peer reviews of:
  - teaching strategies or practices
  - assessment or curriculum
  - documentation or resources
  - online modules or content.

#### • Participants

- Teaching team – peer reviews conducted by teaching team members can help to improve consistency in a course or unit's teaching delivery.
- Like-discipline peers: peer reviews conducted by peers from the same or similar disciplines capitalise on each other's knowledge of and expertise in the discipline.
- Cross-discipline peers: peer reviews conducted by peers from different disciplines provide an 'external' perspective of teaching practices and strategies, and student engagement rather than feedback about discipline-specific knowledge.
- Industry peers: industry peers can provide 'the real world' perspective by reviewing teaching content, or industry-based strategies or practices.

- **Process**

1. Plan the review: an effective peer review is well-planned. It should identify a clear purpose for the review and outline the intended goals of the review. Timelines and milestones should be negotiated to help manage expectations and workloads.
2. Undertake the review: enact the review as planned.
3. Post-review activity discussion: following the peer review activity, there must be a debriefing meeting no later than two weeks after the process has ended to ensure that the review is fresh in participants' minds and followed-through. This meeting should allow for constructive feedback and the opportunity for continued dialogue to inform the reflection phase.
4. Reflect the review: in reflecting on the peer review, refer to the constructive feedback and the intended goals as outlined in phase 1. It is important to consider what has been gained within this activity, and how you might enact change and/or continue good practice to ensure a positive impact on the student experience and your own teaching practice.

- **Peer confidentiality**

The peer review process is confidential to the parties involved.

The partner whose teaching is reviewed may use written feedback reports in any way s/he chooses, e.g. personal reflection, PPR-AS discussions with a Supervisor, for promotion, for teaching awards and/or inclusion in their teaching portfolio.

Following completion of a peer review process, only the partner whose teaching is observed or reviewed should keep copies of feedback that arises from the process.



### *Instant Response*

- **Purpose**

Aims to increase and encourage interactive learning during class time by seeking instant feedback from students or invited peers, especially when it is built upon strong pedagogical principles. Instant response consists of a range of audience response technologies which can range from high-tech audience response systems to easy-tech web-based systems to low-tech paper-based strategies. A key benefit of using instant response tools is that the teaching academic can modify the teaching strategy, content or pace of the class based on the feedback data collected in real-time.

For example, if the instant response strategy shows that students are struggling with a particular concept while the lecture is being delivered, then the lecturer could revisit the concept immediately within the lecture. Conversely, if the instant response strategy shows that students are very familiar with a concept, then this content could be treated summarily.

- **Participants**

- Students: any student who attends a class can participate in an instant response activity, either anonymously or not, depending on the strategy employed by the academic staff.
- Teaching team: teaching team members can be invited to a class to participate in instant response activities to gain both a student and teaching team perspectives of the teaching delivery or lesson content.
- Peers: like-discipline, cross-discipline or industry peers can be invited to a class to participate in instant response activities to gain an additional 'external' perspective of the teaching delivery or less content.

- **Tools**

- *Audience response systems*: these usually include a base station or receiver, wireless keypads (one for every student) and the software required to develop the questions and to coordinate, tally and present the students' responses to those questions. Instant response systems are also known as "clickers" since students typically select their responses by "clicking" on the appropriate button on the wireless keypad.
- *Web-based systems*: these are web-based audience or classroom response systems which allow students to use technology that they already have at hand to interact in class. For instance, tools such as GoSoapBox enable students to use mobile phones to join a digital space linked to their class or unit. Here they can conduct self-tests, complete opinion polls or surveys.
- *Low-tech instant response systems*: it is important to note that effective and engaging learning and teaching does not require high-tech options in order to be effective. For example:
  - ❖ Asking for a show of hands in response to a question helps to increase student engagement
  - ❖ Asking students to write the "muddiest" point, or answer to some other question on a piece of paper, folding it into a paper plane and throwing it to the front of the classroom with their response helps to increase student interaction.
  - ❖ Using post-it notes to submit responses to questions posed in class at the end of the lesson for follow-up in the next lesson or via Blackboard or email increases students' opportunity to provide informal feedback.

The feedback from students to lecturer or tutor is almost instant in these cases and should be followed-through by teaching staff to ensure continued student engagement.

- **Process**

1. Plan the Instant response activity: considerations of how the instant response activity will be embedded in the teaching delivery are required to ensure effective utilisation of this evaluation tool. This is especially pertinent for high-tech and easy-tech tools.
2. Undertake the Instant response activity as planned.
3. Reflect and report on the results of the Instant response activity: results obtained from the Instant response activity, as with all other evaluation activities, should be shared and disseminated to students. This student-centred approach to the evaluation of learning and teaching will ensure that the feedback loop is closed as a full circle.

- **Confidentiality**

Student and teaching team members' confidentiality is dependent on the purpose of the instant response strategy employed. For example, if students or teaching team members are asked to vote on the impact of a lecture on their learning as they walk out of the lecture theatre, then their confidentiality in this case can be assured via a confidential vote written on paper and dropped into a box. If students or peers are asked to write questions for outstanding issues they may



have and would like a personal response, confidentiality in this case is dependent on whether the student would like a private or public response.

*Note: Many web-based systems can identify participants if login is required, such as Twitter and Facebook. Students should be informed about the issues related to confidentiality if such systems are used.*



## Existing Data

### • Purpose

To provide evidence to show the impact of teaching practice on student learning through any sources of meaningful data (qualitative or quantitative) which already exist and are accessible to academic staff engaged in teaching. These sources of data may be part of other QUT processes which tabulate or analyse the data according to established QUT criteria and standards, or are part of the existing materials or resources required for the delivery of units.

Existing data sources can provide a 'snapshot in time' view of learning and teaching, and can demonstrate tangible evidence of impact. Analyses of existing data sources can help to inform future actions to further review the impact of teaching practice on student learning. For example, increasing rates of unit attrition as listed within Individual Unit Reports (IURs) provide tangible evidence to support the need for actions to be taken to reverse those increasing rates.

### • Sources

There are many Existing data sources which are accessible to academic staff engaged in teaching. Examples of Existing data sources include:

- Current course and unit reports
  - Individual Unit Reports (IURs), where you can check your unit's performance, drawn from historical, demographic and live data;
  - Course Analytic Profile, where you can check your course's performance, drawing on a greater range of viability, quality of learning environment and outcomes data; and,
  - Consolidated Courses Performance Report (CCPR) where you can see the aggregated and consolidated QUT-wide course performance data.
- Academic Analytic Profile (AAP), in prototype format, as a single report summarising all your academic data and achievement
- Unit outlines or course guides
- QUT Blackboard content and activities
- Internal and external reviews or benchmarking activities
- Students' communication, support or informal feedback emails
- Assessment criteria, standards or feedback

### • Student confidentiality

Student confidentiality is dependent on the Existing data source and the way in which it will be used. Ethical discretion is required when handling student feedback which may be identifiable. For example, student confidentiality must be maintained if QUT Blackboard activities or students' communications emails are to be used as existing data sources which are fed back to students to close the feedback loop. An example of the usage of Existing data which does not jeopardise students' confidentiality is if students' communication emails are utilised as a source of Existing data which is analysed and fed back to students as summary points with no student identifiable information.



For more information in regards to ethical uses of student feedback, please refer to the *Ethical clearance requirements in Learning and Teaching projects* at: <http://www.research.qut.edu.au/ethics/humans/faqs/#t>



## Customised Approach

### • Purpose

To provide academic staff engaged in teaching with the ability to customise their evaluation approach to suit their specific evaluation needs or purposes, especially if these evaluation needs or purposes cannot be supported by the Automated unit and learning evaluation activities or other tools or strategies within the Self-selected, endorsed evaluation suite.

A customised approach to evaluation:

- Allows academic staff to ask specific evaluation questions. For example, if a pilot of a teaching strategy is being conducted, a customised approach to evaluation can be utilised to ensure the aims of the pilot study are met.
- Enables a specific evaluation approach to be developed and used to suit that purpose; enabling a better match between the evaluation problem and the technique used to investigate the problem. For example, to help satisfy requirements associated with professional accreditation.
- Focuses on the purpose of the evaluation that has an evaluation purpose different to the one which needs to be addressed, rather than relying on an automated set of evaluation activities.
- Is a more inclusive approach to evaluation, which focuses on the participatory role that evaluation can have on an institution, since it provides the opportunity to pursue a different evaluation agenda.

### • Process

1. Academic staff engaged in teaching who are considering the usage of a Customised approach to the evaluation of learning and teaching should consult with their Supervisor about the utilisation of this approach. These discussions should clarify teaching goals as measurable milestones, and determine the suitability of the Customised approach.
2. Clear documentation of the Customised approach used is required within the Personal evaluation strategy to ensure that the evaluation purposes, tools and results can be reviewed and validated.
3. Reflection and analyses of the results of the Customised approach will help to discern whether the Customised approach has been effective and has had a positive impact on student learning.

### • Confidentiality

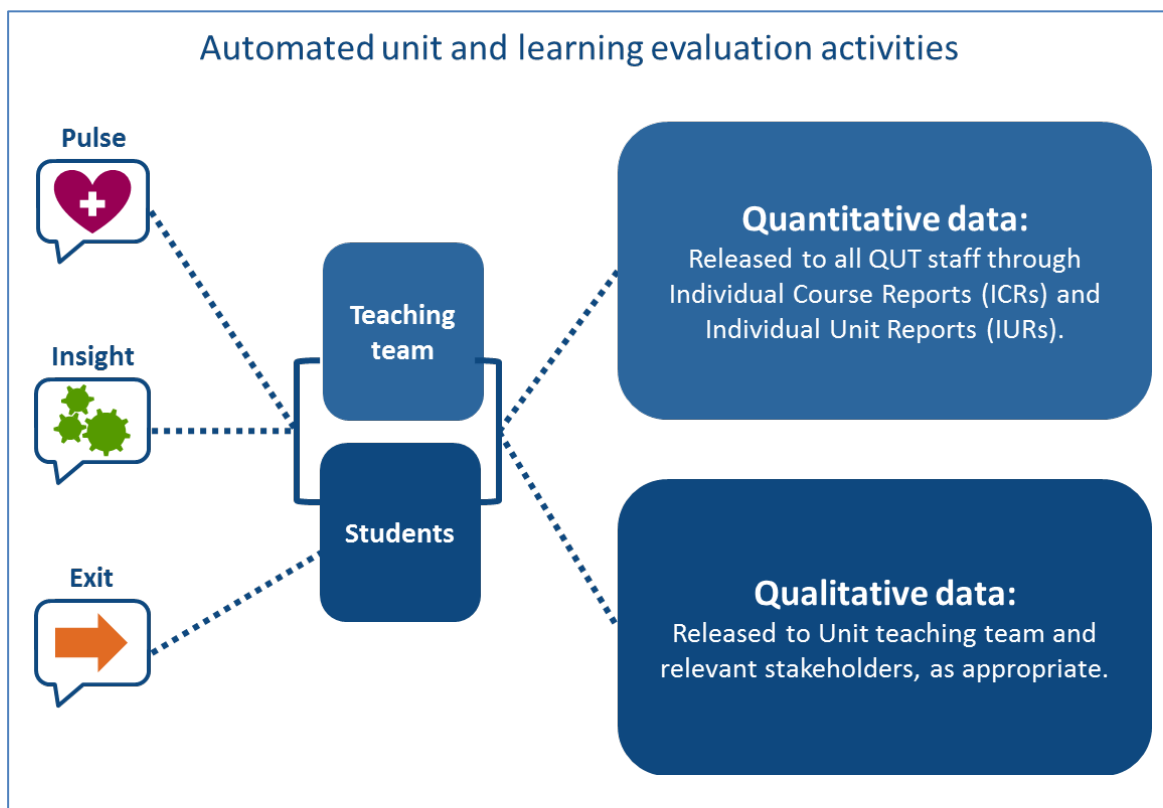
Student and teaching team members' confidentiality is dependent on the customised approach employed and the way in which it will be used. Ethical discretion is required when handling student and teaching team feedback which may be identifiable. For more information in regards to ethical uses of student feedback, please refer to the *Ethical clearance requirements in Learning and Teaching projects* at: <http://www.research.qut.edu.au/ethics/humans/faqs/#t>

## c. Data management

Data collated from the University endorsed suite of evaluation tools flow through to various stakeholders, depending on the data source or PPR-AS purpose. The diagrams below provide a general overview of how the data flows across the University.

(i) Automated unit and learning evaluation activities data flow

The Automated unit and learning evaluation activities diagram below summarises the flow of data as it is collected from students and teaching team members, and once it is collected, how it is made accessible to various stakeholders.



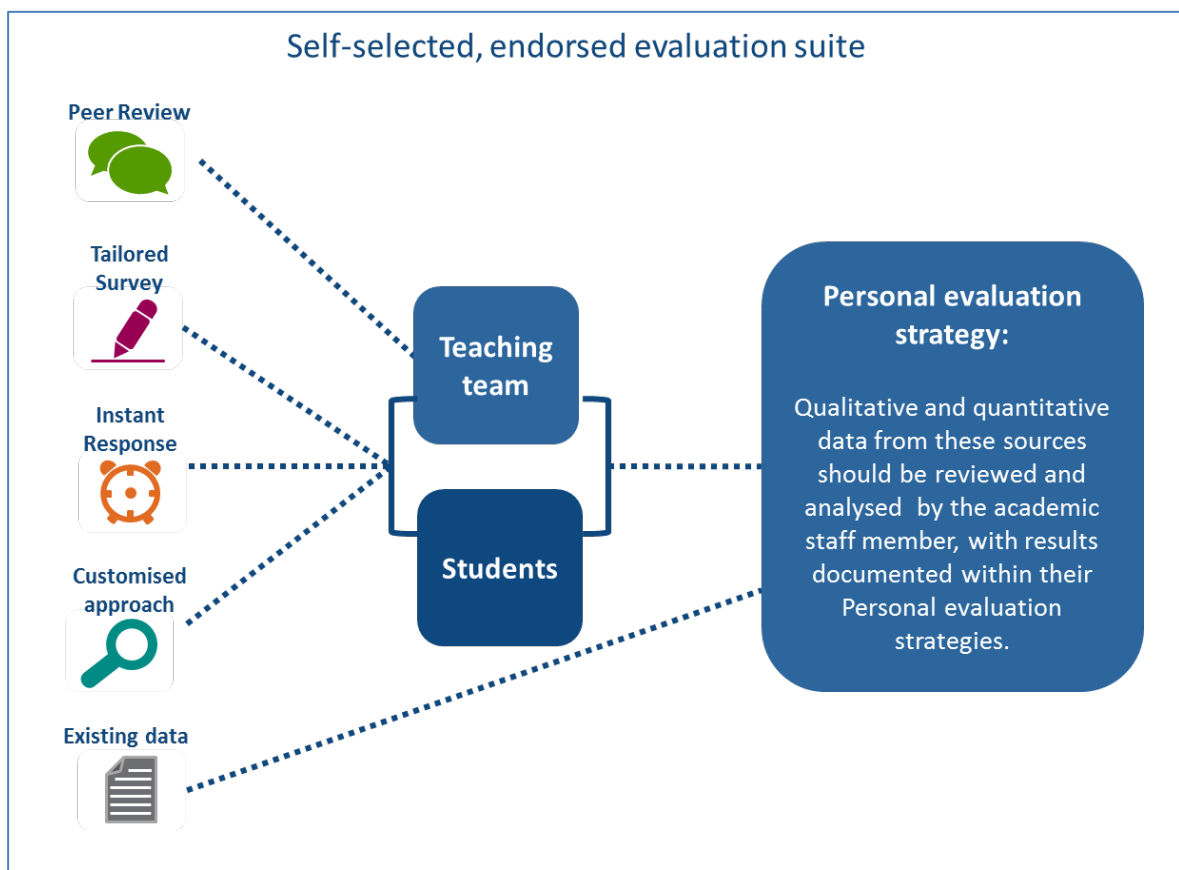
The table below provides full details related to specific data users and their access rights in relation to the Automated unit and learning evaluation activities.

Data Users	Access
<b>Unit Teaching Team includes Unit Coordinator(s), Lecturer(s), Tutor(s), etc.</b> As listed on the Authoritative Teaching Database (ATD) for a Unit. <i>Note: When a new Unit Coordinator is appointed to a Unit, access will be granted to current and historical data for the Unit.</i>	All unit data through survey reports.
<b>Course Coordinator, Course Team and other QUT staff</b>	Quantitative data through IURs/ICRs
<b>Executive Dean and Assistant Dean (Learning and Teaching)</b> Faculty Executives may delegate the authority to access their Faculty data to others, as required.	All Faculty data
<b>Head of Campus, Caboolture</b> The Head of Campus, Caboolture may delegate the authority to access Campus data to others, as required.	All relevant data
<b>Line Supervisors (Heads of Schools)</b> Normally Heads of School are the line supervisors of teaching staff and usually have overall authority as delegated within their Faculty for the oversight of	All School data

sessional staff resources. Heads of School may delegate authority to other staff (e.g. Discipline Heads or Course Coordinators) to access their School data as required.	
<p><b>Other University Executives and Senior Managers</b></p> <p>Vice-Chancellor, Senior Deputy Vice-Chancellor, Deputy Vice-Chancellor (Learning and Teaching), Deputy Vice-Chancellor (Technology, Information and Learning Support), the Director, Reporting and Analysis, the Associate Director, Academic Quality and Standards, and Student Ombudsman.</p> <p>Note that the University Executive may choose to delegate access to their senior managers with the endorsement of the Deputy Vice-Chancellor (Learning and Teaching).</p>	All data (Access provided where appropriate)

(ii) Self-selected, endorsed evaluation suite data flow

The data flow from the Self-selected, endorsed evaluation suite is only accessible to the academic staff member who collected it. Decisions about whether or not to share this data with students, peers or supervisor are made by the Academic staff member who collected the data. Results must be documented within their Personal evaluation strategy as part of the PPR-AS review process, supported by evidence of the evaluation enactment, analysis and actions, if any, which have been taken and communicated to students as a direct result of evaluation feedback.



(iii) Additional data publishing protocols to safeguard confidentiality

- **Number of unit enrolments required to display qualitative data**

From 2014, units that have less than 6 student enrolments, will not be surveyed as part of the university wide automated unit and learning evaluation activities (ie, Pulse, Insight and Tailored teacher survey, where appropriate).

Additionally, no student data will be displayed when there are less than six (6) enrolments in a unit.

- **Timelines for displaying survey data**

All data will be released to the Unit teaching team on the Tuesday after a survey is closed.

Data will initially be accessible to only the Unit teaching team at this point so that they can review, and if necessary, request the removal of malicious comments. See part 2C (v) *Removal of malicious comments* below.

Access to all data for all other data users, according to their data access rights, will be enabled 48 hours after Unit teaching team.

- **Teacher survey data**

Results from the evaluation of teaching, as collected via the Tailored teacher survey, are confidential to the academic staff member. Academic staff may choose to share this information with their Supervisor as part of their PPR-AS. This is the academic staff member's choice and cannot be required by their Supervisor.

- **Management of security breach for survey data**

- Every enquiry is investigated and responded to.
- Where an issue arises that identifies a breach in the access hierarchy or change in data flow, the Academic Quality and Standards Team and Reporting and Analysis team ensure that this is corrected urgently with full analysis of activity during this period.
- Then the processes are reviewed to determine the parameters of the issue.
- If required, a change of business practice will occur to ensure that anomalies are not repeated, with relevant documentation updated to reflect new processes and procedures, and communication undertaken with QUT stakeholders.
- If a breach of policy occurs, then the appropriate executive are notified and it is registered by Academic Quality and Standards Team within an *Issues Register* (that is stored in a secure folder within the sharedrive).
- Finally, if this change in practice results in a change of protocols or business rules then the appropriate documents are updated, and targeted communication undertaken with all stakeholders regarding new practice.

All documents that support [MOPP C/4.7 Evaluation of courses, units, teaching and the student experience](#) are publically available through the Learning and Teaching website.

(iv) Privacy conditions for survey data

Access to all survey data is conditional upon each staff member complying with the privacy terms outlined within QUT's Staff Code of Conduct ([MOPP B/8.1](#)) and Information Privacy Policy ([MOPP F/6.2](#)). These conditions include ensuring data is used confidentially, appropriately and sensitively, and that care is taken in securing electronic and paper-print outs of reports. Student survey data is not cleaned prior to release, and hence amongst the very valuable comments, there may occasionally be malicious and named comments, and so, all survey data should be handled sensitively and professionally.

(v) Removal of malicious comments

- **Overview**

QUT students are bound by the rules specified within the QUT Student Code of Conduct ([MOPP E2.1](#)) which specifies that “...students will conduct themselves in a manner which

- allows all members of the University community reasonable freedom to pursue their University activities safely and without unreasonable disruption or discrimination
- is fair, honest and consistent with principles of academic integrity
- ensures that University facilities, property and services are used appropriately.”

From time-to-time, students will use surveys to vent their frustrations. QUT accepts that survey feedback may be negative, so long as it is provided with the intent of being constructive to contribute to the improvement of the quality of learning and teaching. However, student feedback which is malicious in intent and provides no constructive input to the quality of learning and teaching will not be tolerated or retained.

QUT staff have the right to remove current and historic malicious comments from the survey record without having to request permission from their Executive Dean.

- An individual academic can request a malicious comment be removed from their **teaching** comments.
- A Unit Coordinator can request a malicious comment be removed from their unit comments. Where there is more than one Unit Coordinator, all other coordinating staff must be copied into the request for removal of a malicious comment. Other Teaching Team members will need to discuss the removal of malicious comments with the Unit's Coordinator so that a malicious comment removal can be requested by the Unit Coordinator.

From January 1, 2015, QUT staff will normally be limited to a maximum of three comments for removal within a teaching period. Executive approval in exceptional circumstances can be granted for the removal of additional comments, with the agreement that the affected QUT staff members will receive support from LTU or HR (as appropriate) in reading and responding to student feedback. Feedback from members of the teaching team cannot be requested for removal from publication.

#### • Examples of malicious comments

To assist with the implementation of the revised process for the removal of malicious comments, examples are provided below:

<b>Sample Student Comments</b>	<b>Malicious</b>	<b>Feedback</b>
XYZ is literally the worst unit ever – total rubbish.	No	None provided.
Prof ABC is obviously very knowledgeable, but who can actually understand a word of the lectures. Can't we have teachers who can speak English?	No	Some consideration could be given to how information is verbally communicated.
Dr XYZ is a fat, lazy cow – stop destroying humanity with your speaking ...	Yes	Personal attack on the individual with no critique of the learning or teaching.

Note that these examples are not based on any existing data, and are intended for explanatory purposes only.

#### • Process

For academic and teaching staff who identify a malicious comment that should be removed from publication:

1. Email [surveycommentremoval@qut.edu.au](mailto:surveycommentremoval@qut.edu.au) and advise your name, the unit code and the teaching period

2. The first sentence of the specific comment that should be removed. (Please note that we can only remove whole comments from the survey record, not specific sentences, phrases or words within a comment.)
3. If there is more than one unit coordinator, remember to include the other coordinators within your email request.

For the Learning and Teaching Unit, note that the following will occur within receipt of each request:

1. Requests will be actioned as soon as possible, usually within 48 working hours of receipt of the request
2. All requests will be considered against the definition of "malicious comment"
3. Notification will be provided for
  - a. requests where comments do not meet the definition of "malicious"; and/or,
  - b. requests where comments meet the definition of malicious and have been removed from publication within the survey reports.

No 'trace' of the comment removal will be left. Comments that are removed from publication will not be visible within the survey reports, but will be maintained in a secure register as per University processes and legislative processes for managing data records.

#### (vi) Removal of named comments

For comments which include student or staff names, to ensure QUT complies with our commitment to upholding student and staff privacy, any QUT staff who prints, publishes or shares qualitative survey data is responsible for de-identifying the data. This may include manual filtering (blacking out, redacting) of student and staff names.

### *d. Outcomes of evaluations*

Consistent with the principle that no single source of feedback should be relied upon when drawing inferences about the teaching, units or courses, multiple sources of data should be sought where possible to ensure that the interpretation of data is valid. Reframe: QUT's Evaluation Framework thus encourages triangulation through the use of a range of data sources that are both qualitative and quantitative in nature.

Individual staff members are responsible for analysing and interpreting the range of feedback available, determining actions for improvements and planning improvements in response to feedback, as appropriate to their roles and responsibilities specified in policy [MOPP C/4.7](#). Unit and Course Coordinators are responsible for reflecting on unit and course feedback and communicating with students about their responses to feedback via the Learning Management System and other appropriate avenues.

The evaluation feedback, planned responses and/or outcomes of improvements made, as well as the reporting of responses to students, will be discussed between the academic staff member and the Supervisor as part of the staff PPR-AS discussions and as part of unit and course review discussions.

Where there are joint, double or cross-faculty course and unit offerings, the discussions in relation to evaluation feedback will necessarily involve discussions across the relevant organisational areas.

The Learning and Teaching Unit supports staff in the analysis and interpretation of feedback and in the determination and implementation of appropriate responses to student evaluation.



### 3. Roles and responsibilities

All staff involved in learning and teaching share the responsibility for a successful evaluation cycle. Ongoing cooperation, consultation, discussion and feedback to students on both the process and the results are required in order to achieve continuous improvement of the learning and teaching environment at QUT.

Responsibilities for a successful evaluation cycle are shared among staff as described below (where applicable) in relation to:

- the use of Reframe: QUT's Evaluation Framework to collect feedback on courses, units, teaching and student learning
- confidentiality protocols that work to protect the anonymity of students and to support staff performance planning and review
- improvements made in response to evaluation feedback and the outcomes of those improvements
- the reporting of improvements to students and other members of the University community.

#### *a. Academic staff engaged in teaching*

All academic staff engaged in teaching (e.g. ongoing, fixed term or sessional), as specified within the policy [MOPP B/9.2.5](#) Performance planning and review for academic staff, are required to annually engage in the evaluation of learning and teaching, drawing on multiple sources of qualitative and quantitative data to review and evaluate the impact of their teaching on student learning. This includes:

- participating in a systematic and timely evaluation of learning and teaching by reflecting on evaluation feedback with their Supervisor as part of PPR-AS discussions, and with teaching teams as part of course and unit review activities. This may include identifying and planning appropriate professional development activities.
- monitoring planned improvement actions and the impact of those improvements on the quality of courses, units, teaching and student experience
- ensuring that student feedback results with actions undertaken as a direct result of the student feedback collected, if any, are communicated to students through the appropriate unit or course information. This information should be updated at least annually.
- including in their PPR-AS discussions with their Supervisor and PPR-AS documentation, as a minimum requirement:
  1. teaching goals as measurable outcomes or milestones
  2. which University endorsed evaluation tools will be used in their Personal evaluation strategy to review and evaluate their impact on student learning
  3. the results of student feedback, planned improvements and the impact of enacted improvements on student learning, and
  4. the ways in which student feedback is communicated to them.

#### *b. Course and Unit Coordinators*

##### *(i) Course Coordinators*

Course Coordinators will ensure the continuous improvement of the quality of learning and teaching in their courses by:



- coordinating with Assistant Deans (Learning and Teaching), Heads of School and Unit Coordinators about the systematic and timely evaluation of learning and teaching across the courses in which they coordinate, in accordance with the provisions within the policy Evaluation of courses, units, teaching and student experience ([MOPP C/4.7](#))
- reflecting on evaluation feedback with Assistant Deans (Learning and Teaching), Heads of School, Unit Coordinators and Course Teams in order to determine continuous improvements for their course and its units
- monitoring planned improvement actions and the impact of those improvements on the quality of courses, units, teaching and student experience
- verifying that improvements are reported to students and relevant staff members
- reporting to Faculty or School committees:
  1. an analysis of feedback collected through the Automated unit and learning evaluation activities
  2. a discussion of responses to feedback, planned improvements and the impact of enacted improvements on student learning within the course
  3. the ways in which improvements are reported to students and relevant staff members

## (ii) Unit Coordinators

Unit Coordinators will ensure the continuous improvement of the quality of learning and teaching within their units by:

- coordinating with Assistant Deans (Learning and Teaching), Heads of School and Course Coordinators about the systematic and timely evaluation of learning and teaching within the units they coordinate, in accordance with the provisions within the policy Evaluation of courses, units, teaching and student experience ([MOPP C/4.7](#))
- reflecting on evaluation feedback with Heads of School, Course Coordinators, the unit's teaching team and others involved in the delivery and teaching quality in order to determine continuous improvements for their units and the courses in which they contribute to
- monitoring planned improvement actions and the impact of those improvements on the quality of courses, units, teaching and student experience
- ensuring that actions for unit improvement are documents and reported to students
- reporting to their Supervisor and/or Course Coordinators:
  1. an analysis of feedback collected through the Automated unit and learning evaluation activities
  2. a discussion of responses to feedback, planned improvements and impact of enacted improvements on student learning within the unit
  3. the ways in which improvements are reported to students and relevant staff members

## c. Supervisors

Supervisors of academic staff engaged in teaching (usually Heads of Schools) are required to assist their staff to engage in the evaluation of courses, units, teaching and student experience by:

- assisting in the development of the academic staff member's personal evaluation strategy, its enactment and review as part of the Performance planning and review for academic staff process ([MOPP B/9.2](#))

- ensuring that evaluation plans outlined within the personal evaluation strategy and subsequent evaluation outcomes, results and improvement actions are documented and reported within the PPR-AS process
- reflecting on evaluation feedback with the academic staff member they supervise, as a part of PPR-AS discussions, and with unit or Course Coordinators or others involved in course development or delivery. This may include identifying and planning appropriate professional development activities and opportunities.
- assessing, together with the academic staff member, achievements against the agreed responsibilities, expectations, and learning and teaching priorities/goals, including the results of the evaluations of courses, units, teaching and student experience
- monitoring planned improvement actions and the impact of enacted improvements on the quality of courses, units, teaching and student experience
- verifying that actions for unit improvement are documents and reported to students
- coordinating with Assistant Deans (Learning and Teaching), Heads of School, and Course and Unit Coordinators about the systematic and timely evaluation of effective learning and teaching within courses, units, teaching and student experience, in accordance with the provisions within the policy Evaluation of courses, units, teaching and student experience ([MOPP C/4.7](#))

#### *d. University and Faculty Managers*

##### *(i) Executive Deans*

Executive Deans will ensure the continuous improvement of the quality of courses, units, teaching and student experience in their faculty by:

- coordinating with Assistant Deans (Learning and Teaching), Heads of School, and other University and Faculty Managers about the systematic and timely evaluation of effective learning and teaching within courses, units, teaching and student experience, in accordance with the provisions within the policy Evaluation of courses, units, teaching and student experience ([MOPP C/4.7](#))
- reflecting on evaluation feedback with Assistant Deans (Learning and Teaching), Heads of School and other University and Faculty Managers in order to determine continuous improvements for faculty courses, units, teaching and student experience
- monitoring planned improvement actions and the impact of those improvements on the quality of courses, units, teaching and student experience
- verifying that actions for unit improvement are documents and reported to students
- reporting in the Faculty Academic Board's or other University committees and boards, as required about:
  1. Results and planned improvement actions related to the evaluation of courses, units, teaching and student experience within their faculty
  2. Academic staff compliance with PPR-AS process as outlined within [MOPP B/9.2](#).

##### *(ii) Assistant deans (teaching and learning) and Heads of School*

Assistant deans (learning and teaching) and Heads of School will work with Executive Deans and other University and Faculty Managers to ensure the stated requirements within the policies Evaluation of courses, units, teaching and student experience ([MOPP C/4.7](#)) and Performance planning and review for academic staff process ([MOPP B/9.2](#)) are enacted and met within their faculties, as required by their Executive Deans.

(iii) **Learning and Teaching Unit**

The Learning and Teaching Unit are the business owners of Reframe: QUT's Evaluation Framework, and so, are responsible for the successful deployment and management of The Framework. This includes ensuring that:

- information in regards to The Framework are clearly communicated to stakeholders (students, staff and University management, as required) via these protocols, online, via other electronic and print communications strategies, or at University committees or Board meetings/forums
- stakeholders are supported in the enactment of The Framework through email and phone support, and training and development activities
- Business specifications, as approved by the University, are followed by the technical infrastructure owners of The Framework, Reporting and Analysis

The Academic Quality and Standards team within the Learning and Teaching Unit are specifically responsible for overseeing the enactment and application of good practice as outlined within the "Knowledge Management Framework". Additionally, the Team undertakes all activities outlined in the Compliance and Governance, and Service layers.

(iv) **Finance, Reporting and Planning - Reporting and Analysis team**

The Reporting and Analysis team are the technical infrastructure owners of The Framework, responsible for ensuring that the technical tools and knowledge required for the enactment of The Framework operate within its business specifications. This includes working with the Academic Quality and Standards team to implement and manage the University endorsed suite of evaluation tools. This may also include liaising with other areas and departments within the University to ensure functional requirements for The Framework are met.

(v) **Human Resources**

Human Resources are responsible for the administration and training in regards to the PPR-AS process. This may include liaising with academic staff and departments within the University to ensure functional requirements of The Framework are met.

## 4. Appendix

### a. Reframe at a Glance


### Reframe: QUT's Evaluation Framework

Reframe is changing our approach to the evaluation of courses, units, teaching and student experience at QUT. We are moving away from a single survey tool to a richer, more holistic and customisable approach.

This approach will help our academics design and deliver high-quality learning experiences, and review the impact of their teaching practice on student learning. Through it, we will also be able to provide more timely access to specialised support and meet external reporting requirements.

The Framework consists of:

#### Personal evaluation strategy



a personal strategy you develop annually using the University endorsed suite of evaluation tools: Automated or Self-selected


academic staff are expected to annually engage in evaluation, drawing on multiple sources of qualitative and quantitative data

evaluation needs to be targeted to focus on the impact on student learning

#### Automated unit and learning evaluation activities

##### Pulse survey


student teaching team



- ▶ early in the unit (usually Week 4)
- ▶ centrally delivered and open for 2 weeks
- ▶ 3 questions + 1 extended comment
- ▶ formative with results given to key stakeholders

##### Insight survey


student teaching team



- ▶ opens at the end of the teaching period (usually Week 13)
- ▶ centrally delivered and open for 4 weeks
- ▶ 3 questions + 1 extended comment
- ▶ student evaluation flows through to all stakeholders including TEQSA for institutional reporting

##### Unit exit survey

student




- ▶ automatically and centrally delivered to students when they withdraw from a unit
- ▶ students can rank their top 3 reasons out of a list of 7 reasons for withdrawal
- ▶ Includes 1 extended comment
- ▶ results flow through to key stakeholders

#### Self-selected, endorsed evaluation suite

##### Tailored survey


student teaching team industry



select from a bank of questions to gather feedback from students, peers or industry (currently consists of a Tailored teacher survey; includes 1 standard scale item, up to 5 optional questions + 1 extended comment)

##### Peer review


peer teaching team



ask a peer to review your teaching practice, materials or assessment items


##### Instant response

student teaching team peer




use Instant response tools and activities to collect and review student or peer feedback quickly and directly

##### Existing data



use current unit reports, course reports and other available data to review your progress and impact on student learning


##### Customised approach



document your use of customised approaches to evaluate your unit, teaching and impact on student learning

<http://www.intranet.qut.edu.au/teaching/review-evaluate>

Reframe: QUT's Evaluation Framework  
Learning and Teaching Unit  
Version 9 (Feb 2014)



## b. Personal evaluation strategy cycle

